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ABSTRACT

The seven papers in this collection, which were presented at a workshop for library media supervisors, focus on competency-based education and the role of media centers in implementing Maryland's Project Basic. Papers included are: "Project Basic Instructional Guides: A Resource for Teachers," by Margaret Trader; "Scope and Sequence Charts for the Five Areas of Human Activity: Basic Skills, Citizenship, Survival, Work, the Arts/Physical Education," by Leroy London; "What's Happening in Maryland School Library Media Centers--A Progress Report from Calvert and St. Mary's Counties," by Anne Jones and Eleanor Ripple; "What's Happening in Other Places: Response to a National Survey," by Elsie Lawson; "The Role of the Library Media Program in the Implementation of Project Basic," by Louise Waynant; and "The Role of Librarians in the Competency-Based Curriculum Plan," by Johanna Wood. (MER)

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ISSUES IN

MEDIA MANAGEMENT:

1980 SERIES

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PROJECT BASIC AND SCHOOL LIBRARY MEDIA PROGRAMS

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TABLE OF CONTENTS

Introduction	Paula K. Montgomery		v
I. Introduction to Project Basic	Dr. Richard M. Petre		1
II. Project Basic Instructional Guides: A Resource for Teachers	Dr. Margaret Trader		6
III. Scope and Sequence Charts for the Five Areas of Human Activity: Basic Skills, Citizenship, Survival, Work, The Arts/Physical Education	Leroy London		10
IV. What's Happening in Maryland School Library Media Centers - A Progress Report from Calvert and St. Mary's Counties	Anne Jones		14
	Eleanor Ripple		20
V. What's Happening in Other Places: Response to a National Survey	Elsie H. Lawson		22
VI. The Role of the Library Media Program in the Implementation of Project Basic	Dr. Louise Waynant		27
VII. The Role of Librarians in the Competency-Based Curriculum Plan	Dr. Johanna Wood		41

INTRODUCTION

The annually held workshop series, "Issues in Media Management," was designed to focus on major trends and emphases which have or will have a major impact on the school library media center program. This year, school library media supervisors were invited to participate in the series on competency-based education, specifically Maryland's Project Basic.

In June of 1979, the School Library Media Services Branch distributed a needs assessment to determine the type of information supervisors required. Of the twenty-four surveys mailed, there were fourteen responses. Most of the returns identified the following needs for the workshop:

1. Not enough information about the Project.
2. Concern that competency-based instruction was jargon and that it was not really innovative.
3. Concern that teachers might not automatically turn to the media specialists for necessary resources.
4. Concern that the library media specialist might not be prepared to "cope" with the needs of teachers and students.
5. Concern that the library media specialists would be looking toward the supervisors for guidance.
6. Confusion as to whether references and resources needed were already available and/or whether supervisors were ready to make recommendations for purchase.

There was general agreement among responses that:

1. The school library media program must become more active with Project Basic, because it would be reflected in all aspects of the school program.
2. There should be discussions between persons involved in implementing Project Basic.

From this assessment came the following purposes for this program:

1. To provide background information on the aims and objectives of Maryland's Project Basic.
2. To provide a forum for the exchange of ideas.
3. To provide time for each local education agency to prepare an action plan for the role of media centers in implementing Project Basic.

This publication is a compilation of the speeches of:

Dr. Richard M. Petre, Assistant Deputy State Superintendent of Schools, MSDE

Dr. Margaret Trader, Administrator, Project Basic, MSDE

Mr. Leroy London, Chief, Basic Skills Branch, MSDE

Mrs. Anne Jones, Media Specialist, Calvert County

Mrs. Eleanor Ripple, Library Media Supervisor, St. Mary's County

Mrs. Elsie H. Lawson, Specialist in Staff Development, School Library Media Services Branch, MSDE

Dr. Louise Waynant, Coordinating Director of Instructional Services, Prince George's County

Dr. Johanna Wood, Acting Supervising Director, Competency-Based Curriculum, Public Schools of the District of Columbia

Sincere and grateful appreciation is offered to Mrs. Elsie Lawson for her leadership and insight in planning this program. Without her patience and perseverance, this workshop would not have been possible.

Paula K. Montgomery
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School Library Media Services Branch
Maryland State Department of Education

INTRODUCTION TO PROJECT BASIC

Presentation by:

Dr. Richard M. Petre
Assistant Deputy State Superintendent
of Schools
Maryland State Department of Education

SCHOOL LIBRARY MEDIA PROGRAMMING AND PROJECT BASIC

Project Basic is in its third year of development and implementation in Maryland. It makes operational a basic educational policy initiated in 1976 by the Maryland State Board of Education and outlined in The Mission of Schooling. The policy uses a competency-based approach to identify, teach, and test a set of minimum competencies as one prerequisite to receiving a high school diploma. The set of competencies involves skills and knowledge in five areas of human activity: basic skills (reading, writing, and computation), survival, citizenship, work, and the arts/physical education. Such areas are traditional, comprehensive curricula offered in American education. This paper describes the Maryland competency-based approach, shares some thoughts about the effect of Project Basic on education in the state, and describes the role of library media programming and Project Basic.

Maryland's Competency-Based Approach

In the last three years, 37 states, by either state legislation or state boards of education mandates, have started some approach to competency-based education. From the literature describing a competency-based model, the states have selected various components. Some approaches, like the one in Florida, have been limited mainly to an assessment element. The Maryland model emphasizes an instructional/assessment approach with common elements found in competency-based education. The Maryland approach contains ten basic elements:

1. The competencies declared as graduation prerequisites were validated by survey of over 17,000 people from the general public, business, industry, students, and educators.

2. Students, teachers, and parents understand from the outset what competencies must be learned and by when.

3. The declared competencies are systematically matched to existing school system and classroom curriculum to verify ample instructional coverage for each competency prior to the final scheduled assessment.

4. Instructional activities for each competency receive primary focus for as much time as needed until students can demonstrate the competencies. Such activities may be taught in the school, home, or community.

5. Instruction and assessment are matched in a diagnostic/instructional model to provide ample preparation for students needing appropriate assistance beyond that planned for all students.

6. Demonstration of competencies may be done as early as Grade Nine for students passing such skills or knowledge. Yearly opportunities are offered for students needing additional time.

7. Competency demonstration is assessment of the skills or knowledge applied to life-related situations or materials.

8. Extended opportunities and alternative approaches are offered to Grade 12 students who have not demonstrated the competencies.

9. Assessment instruments and procedures were developed with Maryland students to eliminate discrimination of sex, race, geography, or special need.

10. Special populations will be dealt with individually in assessment procedures resulting from data in pilot schools.

Outcomes of Project Basic

These ten basic elements are being implemented into a statewide approach over the next three years. Currently, 30 pilot schools are helping answer many questions regarding system and school building implementation. Such answers will include the type of orientation necessary for students, teachers, parents, and community members; the match between current classroom teaching and the minimal competencies of Project Basic; the amount of changes needed in the system and school curriculum offerings; the inclusion of teaching the competencies in the regular instructional programs; the alternative ways to offer remedial assistance at the school building level; and the major changes a school may need to make if its current delivery services prove ineffective.

The results of changes made by system or school staffs give Maryland education a chance to improve. Many groups have asked or shared what outcomes can be expected from Project Basic. I would like to suggest three opportunities.

First, we should expect improvement in students' abilities to apply their skills and knowledge to life-related situations. We have, in the past, emphasized skills on normed standardized tests, but never practical application. Project Basic is a systematic effort to identify, teach, and test a functional life-related program in five basic education areas. Thus, all students in Maryland's public schools can share a core set of competencies which demonstrate a new learning dimension for their adult world of the '80's.

Second, we have the opportunity to unify existing programs into a manageable, logical, and consistent school building approach. During the last several years, educational policy makers have responded to many needs by various program components. We can recite programs and acronyms by the hundreds, such as accountability, Right-to-Read, Back-to-Basics, Title I, Title II, Title III, Title IV, ESOL, Project STAR, Project Able, etc., all of which are generally similar, but have a different emphasis and targeted population. Thus, each emerges separately and with a new set of paperwork and staff. Now, teachers, administrators, supervisors at every level -

school, system, state - are pleading for help from these overlapping efforts. Project Basic may be used to unify instruction for all students into a systematic and consistent K-12 delivery system.

Third, Project Basic may cause a refinement of Maryland's state/local implementation procedures. Historically, the state and local systems have worked together to implement required or needed instructional program changes. In recent years, statewide agreement has become more necessary than ever before. The future, it appears, will need more cooperation. Therefore, new processes and procedures must be tested to improve communications within the state educational system.

The last two years have seen new communication processes and procedures introduced, such as coordinated MSDE-sponsored inservice; coordinated administrative meetings; facilitators; instructional priorities; Instructional Coordinating Council; and MSDE/LEA communication network. The usefulness of each is being time tested.

Throughout this discussion, I hope you have been probing the role of library media services in increasing the life-related achievement levels of Maryland students, in unifying existing programs for students within a school, and in seeking better state/local implementation procedures. At both the state and local levels, library media services play a key role because it develops and supports instruction to students and service to the professional staff. Any teaching and learning situation should have the library media services as a central force. Project Basic is a teaching and learning situation. Therefore, the question is not are you involved in Project Basic, but rather what are your specific actions and competencies to contribute and demonstrate. May I suggest five to motivate your thinking at this conference and in the near future:

1. Tie the library skills to Project Basic's competencies and objectives. They are an integral part of the teaching and learning process and need to be cooperatively taught by the library media specialist and the classroom teacher.

2. Assume major responsibility for teaching those Project Basic competencies and objectives which you can teach best. Already several school systems have included the library media specialist in their instructional team for reading and are working on teaming for the other Project Basic areas. The library media specialist can make an accountable contribution to students as a primary or support source to teach the minimum objectives.

3. Close the gaps in your instructional materials collection for the Project Basic competencies and objectives. Library media specialists should examine the collections for coverage, multiple modes of presentation, current copyright, and difficulty level.

4. Use the draft Instructional Guides and suggest ways to refine their activities and to add many related resources. The final guides should expand the use of library media centers for both

students and teachers because they are exciting and expanded multimedia learning.

5. Develop a professional library of current materials in competency-based education and of free and inexpensive material to use to teach the competencies and objectives. Include community resources for as many objectives as possible. Such a resource bank identifies immediate and potentially useful resources around a particular school.

These suggestions reflect my biases about the role of the library media center in the instructional program. It is the heart of instruction. Any motivating teacher leads students to seek additional information. Any motivated student searches for the center of knowledge and fun. Are library media centers and specialists ready for motivated teachers or students? Are you conductors or killers?

Interestingly, the classic example of competency-based education is the traditional library media center. Although the last few years have seen competency-based education as an administrative approach, historically, the competency-based model has been used effectively by students in the library media center role. Where else in the school setting has each student assumed the following behaviors?

- Establishes a set of competencies to be learned in order to approach the card catalog or shelves.
- Selects from a collection of those resources pertinent to a topic and skill level.
- Works only individually.
- Demonstrates skills or knowledge learned.
- Receives specialist assistance at the appropriate time and on the specific need.
- Achieves a life-related habit and resource for continuous use in adulthood.

The library media center behavior translates well into a model role for students in competency-based education. Teach it and share it well with fellow educators.

PROJECT BASIC INSTRUCTIONAL GUIDES: A RESOURCE FOR TEACHERS

Presentation by:

Dr. Margaret Trader
Administrator
Project Basic Office
Maryland State Department of Education

PROJECT BASIC INSTRUCTIONAL GUIDES: A RESOURCE FOR TEACHERS

Historically, the responsibility for establishing graduation prerequisites has rested with the state education agency, and the responsibility for instruction has been the purview of the local education agency. With such distinctly polar responsibilities, state and local education agencies have often found themselves charging that the "other" is largely responsible for the public's declining faith in the high school diploma. When graduating seniors cannot functionally read, write, or calculate, is it the state's fault for not imposing higher standards for graduation; or, is it the local's fault for not insuring quality instruction for each attending student?

Maryland has sought to alter the debate. Rather than accusing complementing education agencies, Maryland has focused on the problem itself - to make the high school diploma more meaningful. To that end, the state education agency and the local education agencies formed a symbiotic relationship, each assisting the other in carrying out its responsibilities. This cooperation is deeply felt in Project Basic and can be illustrated by a discussion of the Project Basic Instructional Guides.

The mission of Project Basic was to establish by 1982 competency-based graduation prerequisites in five areas of human activity: basic skills (reading, writing, calculating), survival skills, citizenship, work, and the arts/physical education. Had that mission been followed verbatum, the Instructional Guides would never have been developed. However, Mr. Hornbeck, the members of the Maryland State Board of Education, the Project Basic staff, and representatives from the local districts saw a need to tie instruction to prerequisites. Developing prerequisites was not enough. Instructional activities addressing the prerequisites needed to be developed so that students would be prepared for the new standards. Since assessment was to begin prior to the senior year, instructional activities could and should be spaced throughout a child's schooling to maximize the opportunities to provide appropriate assistance to those children experiencing difficulties. But, instruction was the responsibility of the local education agency. The state education agency could support local efforts by developing a resource for teachers - the Project Basic Instructional Guides.

The draft copy of the Instructional Guides was distributed in September of 1979 to the thirty Project Basic Pilot Schools. The faculty was to use the activities for each of the objectives sequenced at its grade level and report to the Project Basic staff on the quality and completeness of the activities. Since the activities were developed by classroom teachers across the state, the level of specificity and tone of the activities varied. The experiences from the pilot school use of the guides provided the text of the final copy of the Project Basic Instructional Guides to be distributed to all local districts in the fall of 1980. The final copy would then be distributed to classroom teachers at the discretion of the local education agencies as a resource book of ideas and a collection of instructional possibilities to be selected or rejected for classroom use.

The draft of the Instructional Guide contains over 700 pages. Activities for writing, survival, citizenship, work, and the arts/physical education were presented on loose leaf pages so that they could be removed from the binder for individual teacher use. The final copy format has yet to be determined.

For each of the objectives listed in the Declared Competencies Index, September 1979, the material is organized in the following manner:

1. Area of human activity (writing, survival, citizenship, work, and the arts/physical education)

2. Goal

3. Competency

4. Instructional specifications

   Suggested Instructional Level
   Curriculum Concepts Included (a more specific definition of the intent of the objective)
   Behaviors to be Demonstrated

5. Suggested Learning Activities (3-5 per objective; each activity not dependent on the others)

6. Suggested Classroom Evaluation

7. Extended Activities

8. Vocabulary Concepts

9. Media Support Materials

In addition to revising activities on the basis of draft copy evaluations, the Project Basic staff intends to review the format and organization of the Instructional Guides to determine if each section should be retained.

At the beginning of each section is the scope and sequence chart for the area of human activity. The chart places each objective in one of four grade bands: K-2, 3-5, 6-8, and 9-11. The placement of objectives was determined by representatives of various local education agencies and was intended as a suggested sequencing of instruction. Much work needs to be done in the development of scope and sequence charts. Local education agencies may wish to consider developing and defining primary objectives and enabling objectives as they assume the responsibility for providing instruction.

The lead responsibility for the development of instructional activities and scope and sequence charts for voluntary use in the classroom has been that of the Maryland State Department of Education. Supporting that lead responsibility has been the efforts of the local school systems. Local systems offered personnel, resources, and expertise to prepare activities and sequence charts that would eventually be useful to local's own classroom teachers in their instructional efforts. The review of the draft will pro-

vide a vehicle for dialogue among practitioners through which instruction and graduation prerequisites will interface. The result should benefit the students of Maryland.

SCOPE AND SEQUENCE CHARTS FOR THE FIVE AREAS OF HUMAN ACTIVITY —
BASIC SKILLS
SURVIVAL
CITIZENSHIP
WORK
THE ARTS/PHYSICAL EDUCATION

Presentation by:

Mr. Leroy London
Chief
Basic Skills Branch
Division of Instruction
Maryland State Department of Education

SCOPE AND SEQUENCE CHARTS FOR THE FIVE AREAS OF HUMAN ACTIVITY -
BASIC SKILLS, SURVIVAL, CITIZENSHIP, WORK, THE ARTS/PHYSICAL EDUCATION

Scope and sequence charts have thus far been published in the areas of reading and mathematics. Revisions for the mathematics scope and sequence are being considered. Each scope and sequence has involved input from supervisors, administrators, staff specialists, and classroom teachers. In each case the format of the scope and sequence includes a listing of specific skills according to the following grade bands: K-2, 3-5, 6-8, and 9-12.

The Maryland Reading Scope and Sequence for Grades 1-12 prescribes minimum performance levels. The scope and sequence is based on Maryland's reading goals for accountability and indicates by grade level the minimum competencies to be emphasized during reading instruction. Students who demonstrate competency of the performance levels for each reading goal by Grade 12 exemplify persons who can and do read, the end product for any comprehensive and balanced reading program. A typical entry in the scope and sequence chart follows:

1. Code
   Each minimum performance level is identified by a code as follows:
   a. Digit 1 - State Reading Goal
   b. Digit 2 - Grade Level
   c. Digit 3 - Minimum Performance

   Sample
   3.2.1 Students will answer literal, critical, and creative questions about a fiction passage with a readability level of two.
   3. State Reading Goal
   2. Grade Level
   1. First minimum performance in Goal 3 and Grade 2

The Maryland Reading Scope and Sequence for Grades 1-12 outlines the framework for all reading programs in the state by declaring minimum "whats" and "by whens." Local education systems should use the framework to:

1. Evaluate their current reading scope and sequence for Grades 1-12 and make any necessary adjustments to bring it into agreement with the state scope and sequence for Grades 1-12.

2. Adjust instruction in all reading classes so the minimum performance levels for each grade level receive first teaching/learning priority.

3. Assess the current instructional materials to see whether certain grade levels and performance levels need to receive priority when purchasing new reading materials.

4. Monitor the reading program (agreed upon Performance Levels; Goals, Instructional Objectives and Supportive Skills; Instructional Priority to the Minimum Performance Level; and Assessment of the Performance Levels) and make immediate and needed instructional program adjustments where groups of students in a school or system fail to achieve the minimum performance levels.

In the case of the reading scope and sequence, the skills were listed for each grade level beginning at Grade 1 through Grade 12. Additionally, the reading scope and sequence lists only those skills which are minimum in nature. In the math scope and sequence, minimum skills plus enabling skills are included. In the writing scope and sequence, which is to be developed, skills will be listed both at a minimum and enabling level.

The reading scope and sequence was developed as a result of a state mandate -- the Minimum Reading Levels Bylaw. The math, writing, and other scope and sequences are being comprehensively developed as the result of the state effort to provide guidance to local school districts in the specified content area. Each of the scope and sequences has been, or will be, distributed to local public and nonpublic school personnel as appropriate. Local school districts are either encouraged or mandated to make certain that their locally developed scope and sequences parallel the state scope and sequences as published. Plans call for a statewide monitoring system to assure that local scope and sequences tie in with the state scope and sequences.

The timetable for the development for the additional scope and sequences is as follows: Math: Completion of the revision -- Fall of 1980; Writing: Completion -- Fall of 1980; Life Skills: Completion -- Spring of 1981. Plans also call for the development of scope and sequences in other curricular areas: social studies, science, art, physical education, etc.

It is our hope that the scope and sequences in all areas will assist in giving unified guidance to local school systems so as to bring about a comprehensive, systematic development of skills for the students of Maryland.

WHAT'S HAPPENING IN MARYLAND SCHOOL LIBRARY MEDIA CENTERS -
A PROGRESS REPORT FROM CALVERT AND ST. MARY'S COUNTIES

Presentations by:

Mrs. Anne Jones
Media Specialist
Calvert County Board of Education

and

Mrs. Eleanor Ripple
Media Supervisor
St. Mary's County Public School System

WHAT'S HAPPENING IN MARYLAND SCHOOL LIBRARY MEDIA CENTERS - A PROGRESS REPORT FROM CALVERT COUNTY

Calvert County is the smallest county in the State. It is a peninsula, 35 miles long and nine miles wide , located 46 miles east of Washington, D.C., and 64 miles southeast of Baltimore.

Despite its size, it is one of Maryland's fastest growing counties. Between 1960 and 1970 there was a 30.7% increase in the county's population and a 22.8% increase from 1970 to 1975.[1] Some of the factors contributing to this growth are low real estate taxes, available undeveloped land, and close proximity to the metropolitan area.

The composition of Calvert County's economic base is rapidly changing. Few residents still depend upon agriculture, while many rely on the construction industry and the resort industry for a livelihood. Others obtain employment outside the county. Recently many farm workers have left the farm to seek unskilled and semi-skilled jobs in the metropolitan Washington area.

The median household income is $11,610 compared to the state's median income of $14,384.[2] Calvert County's school system ranks eighth in the state in its per pupil expenditure - - $1,400. The taxes derived from the Baltimore Gas and Electric Nuclear Power Plant and the Columbia Gas Company Plant have contributed to a rise in per pupil expenditures in recent years.

There are 14 public schools, including one vocational center, with a total pupil enrollment of 7,448. Of this number, 62% are white and 38% are nonwhite. There are also three nonpublic schools with a total enrollment of 645 students.

Young people in the county follow many of the same educational patterns as those followed by their parents and of most rural students. Many still complete their formal education with the high school diploma. The influx of people into the county with diversified backgrounds may alter the educational pattern. The public schools are now faced with the responsibility of providing students with the opportunity to develop the knowledge, skills, and aesthetic judgments which will assist them most as citizens of a rapidly changing society.

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[1]Maryland State Department of Economic Development. Calvert County Community Economic Inventory. Annapolis, 1977.

[2]ibid.

The resources and services of the Media Center are a fundamental part of the educational process. Library Media Services are responsible for the selection and organization of instructional materials and the development of the school library media program, which in part reinforces the learning skills of reading, observing, listening, and social interactions. Teachers, library media specialists, and students are encouraged to work jointly to achieve maximum utilization of materials.

The educational program and the school library media program share the same philosophy, goals, and objectives.

The objectives of the school library media program are:

1. To participate effectively in the school program as it strives to meet the needs of students, teachers, parents, and other community members.

2. To provide students with the materials and services most appropriate and most meaningful in their growth and development as individuals.

3. To stimulate and guide students in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.

4. To provide an opportunity through the school library media center experience for students to develop helpful interests, to make satisfactory personal adjustments, and to acquire desirable social attitudes.

5. To help young people become skillful and discriminating users of library media centers and of print and nonprint materials.

6. To introduce students to community libraries as early as possible and to cooperate with those libraries in their efforts to encourage continuing education and cultural growth.

7. To work with teachers in the selection and use of all types of media which contribute to the instructional program.

8. To participate with teachers and administrators in programs for continuing professional and cultural growth of the school staff.

9. To cooperate with other library media specialists and community leaders in planning and developing an overall media program for the community or area.

10. To participate in initial planning and development of curricula at the system level and in the individual schools.

To assist the public schools, David W. Hornbeck, Maryland State Superintendent of Schools, with the approval of the State Board of Education, outlined a program for students in The Mission of Schooling. The school library media people in Calvert County's public school system recognized the value of the Board's goals and decided to incorporate the objectives of The Mission of Schooling into their own Five-Year Plan.

The heart of the Five-Year Plan is the expansion of services to encompass the areas of competency set forth in The Mission of Schooling. The schedule of implementation is:

1977-78	Basic Skills
1978-79	World of Work
1979-80	World of Leisure
1980-81	World of Citizenship
1981-82	Survival Skills

Work has started in the area of Basic Skills. In conjunction with the curriculum, library media specialists incorporated the teaching of functional reading into the library media skills program as outlined in the guide, Instructional Objectives for School Media Centers in Calvert County. Teaching library media skills is an ongoing process. From the time a student enters kindergarten until he completes high school, he receives instruction in library media skills and records are kept of his progress. A summer workshop enabled the library media specialists to revise their Instructional Objectives and compile useful activities on each grade level. During the 1977-78 school year, library media specialists concentrated on improving the quality of instruction and extending it to all students.

Implementation of the plan began with workshops for library media specialists to formulate ideas for activities. Each summer the group, along with the county library media coordinator and other consultants, meets to plan a program based on the area of competency from The Mission of Schooling designated for the next school year. Library media specialists compile bibliographic sources and each specialist purchases selected items in accordance with the budget. Speakers and community agencies are identified, multimedia displays are planned, and learning stations are created.

Instructional television and audiovisual production are a part of the program. Parents and other members of the community are invited to participate in ensuing activities. Specialists discuss how their programs can be used in conjunction with the curriculum and a notebook is kept of yearly activities. As an area of competency is introduced each year, it will remain a part of the media program.

At the end of each year of implementation, the program is evaluated. The evaluation consists of examining test scores, statements of observation, and surveys completed by faculty and students. Since the competency areas are different, the evaluation is flexible in order to obtain a true picture of the previous year. While the evaluation of the Basic Skills area was based on the results of testing, evaluation of the other areas will concentrate on written and oral observations by faculty, students, administrators, visitors, and library media personnel. Library media specialists will perform their own

evaluations at the building level and then will meet as a group to discuss the worth of the total program.

Activities engaged in during the 1978-79 school year will give an idea of the ways library media specialists have been involved in the total competency based program. The World of Work was emphasized at this time. Library media specialists concentrated on improving the quality of instruction, extending the skills program, and keeping records of student progress.

Tentative goals for career education in Calvert County were developed. The tentative goals for students are:

1. To recognize the importance of self as an individual and a member of a group.

2. To understand the relationships that exist between education and career opportunities.

3. To develop an awareness of the need for acquiring marketable skills.

4. To develop positive attitudes toward all forms of work.

5. To apply a decision-making process to personal identification of a tentative career.

These goals are recognized by the media personnel as being valid and serves as a basis for the implementation of the area of competency, the World of Work.

The media personnel implemented this area of competency, in the following ways:

1. Support for the units being taught through the social studies classes and the guidance and counseling programs.

   Good basic collections of print and nonprint materials are currently housed in each of the school library media centers. These collections have been developed over a period of years since a career education program was first initiated in Calvert County. Special grants under ESEA Title II and part of the regular allocations were used to purchase these materials. Continued emphasis was placed on the selection and purchase of career education materials to support the curriculum.

2. Aid the development of future career education programs.

   Media personnel served on workshop committees to plan the implementation of career education in Calvert County.

3. Create a career-centered reading incentive program at all levels.

During the 1978-79 school year, the media personnel were involved in developing a career-centered reading program. This program approached careers from a different aspect by using fiction materials which emphasize various careers, life styles, and attitudes toward work. This approach was selected because circulation records indicate that students prefer fiction, and identification with fictional characters stimulates interest in the World of Work.

Objectives were developed by the media personnel at two levels. The value of work and interdependence of workers was stressed at the elementary level, and career choices and the influence of attitudes, abilities, and needs on these choices were stressed at the secondary level. Senior high students focused on their own futures.

Elementary Level

The school library media specialists work with the classroom teachers to aid students in understanding the following concepts related to the World of Work:

1. All jobs have dignity and worth.

2. All jobs in a community are interdependent.

3. Employment may provide rewards in terms of renumeration and personal satisfaction.

4. Opportunities for employment have been and continue to be influenced by geographical, economical, political, and social factors.

These concepts are in conjunction with the objectives found in the social studies curriculum guides for elementary schools in Calvert County.

Secondary Level

The school library media specialists work with the social studies teachers and guidance counselors to aid students in understanding the following concepts related to the World of Work:

1. Each person has the potential for doing many kinds of work.

2. The individual's potential is enhanced by educational preparation and practical experience.

School library media specialists in Calvert County are committed to total, active involvement in the educational program and are playing a role that is vital to its success.

WHAT'S HAPPENING IN MARYLAND SCHOOL LIBRARY MEDIA CENTERS - A PROGRESS REPORT FROM ST. MARY'S COUNTY

St. Mary's County is a small system of twenty-five schools and approximately twelve thousand students. The distinctive feature of the county is that it functions as a system. Programs are developed jointly with input from all persons involved. The twenty-five schools do not have twenty-five different and distinct programs. They have twenty-five programs tailored to their specific needs which are based on county policy, procedures, and curriculum. All schools operate from a philosophical and very structured base that is created by joint participation in all decision making.

For example, when the Standards for Successful Reading Programs came into effect, it was decided that pilot schools should progress through the standards in phases. The standards committee, composed of supervisors, administrators, teachers, and library media specialists, organized the phases and determined the extent of documentation necessary. Pilot schools worked through each phase and made revisions as necessary. The other schools were able to benefit from the pilot schools' experience by compiling their documentation in accordance with the final revision. The Reading Task Force continues to conduct periodic updates of selected standards on a county-wide basis.

As an outgrowth of work on the reading standards, a county reading plan was developed. It was later decided that the library media plan should be an integral part of the reading plan. Reading and library media should be meshed together as tightly as possible. As a result of this combination, all school library media instructional goals and objectives are directly related to the state and county reading goals. The library media goal of total integration into the curriculum has been achieved in the existing Title I school-wide reading incentive programs.

When state mathematics standards were formulated, the path had already been charted. It was easy to develop a system-wide program. Target objectives were selected and documented annually by individual schools. The library media specialists were included as team members according to established procedures. This year the mathematics supervisor discovered that all four middle schools targeted the improvement of the mathematics collection in the library media center as their objective. As a result, a display of print and nonprint middle school mathematics materials was developed. Mathematics teachers, supervisors, and administrators evaluated and selected materials that support county mathematics objectives to develop a buying list. The library media specialists and mathematics teachers will decide which material to purchase for their school and then make plans for the best utilization of the materials by students.

When Project Basic was implemented in the state, the pattern for development, interaction, and cooperation had been established. The county plan for Project Basic was developed with input from the total staff and a committee began work to determine methods for accomplishing tasks. St. Mary's County sent a team to New Windsor to develop the pilot school plan. A school library media specialist was included on the team. The pilot school plan outlined the duties and responsibilities for all staff members. Just recently, a teacher, the library media specialist, and a group of students produced a videotape which

was used in the pilot school to increase student awareness and knowledge of Project Basic. This tape was well received because it was humorous, personalized, and directed solely to students. A spring workshop for high school teachers and library media specialists on the library and Project Basic is planned for April. This workshop will be followed by a summer workshop during which a library media curriculum for Project Basic competencies will be developed. We are now at the point where people are thinking, new ideas are evolving, and programs are being piloted. Who knows the many and varied ways the library media program and Project Basic will be incorporated in the next few years?

These are just a few examples of the ways we work as a system. There are some generalizations that I feel can be made from our experiences in St. Mary's County:

1. Someone has to be given responsibility for the direction and development of the library media program. This person must be considered as an integral part of the instructional staff and must be included in all committees and task forces that relate to instruction.

2. The total staff must be committed to the idea that the library media program cannot function in isolation. The program must be considered in every curriculum development project. Ideas for incorporation and integration should evolve from teachers, administrators, and supervisors - not just library media related personnel.

3. Communication channels, formal and informal, must be in existence. People must be program or task oriented, not turf oriented. Each person has major responsibilities, but we must all work together to improve programs for students. Simple things such as sending copies of memos to all personnel involved, group task forces, monthly meetings, and monthly principal's meetings help us to share information and get feedback.

4. Ideas must evolve - not be superimposed. Ideas come from all directions: top, middle, and bottom, and are then refined. Consensus must be reached before taking off in a specific direction. No one can be solely interested in protecting turf - we have to try to integrate for effectiveness.

The benefits of such a system are obvious. Communication is fairly simple, so overlapping and duplication of effort can be eliminated. People feel free to share ideas and constructive criticisms because they know their input will be accepted and used. Programs are developed according to the needs and interests of students, not according to the whims of individuals. All personnel tend to feel good about themselves, the system, the programs and the students. It is a joy to work in such a system.

WHAT'S HAPPENING IN OTHER PLACES - RESPONSE TO A NATIONAL SURVEY

Presentation by:

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School Library Media Services Branch
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WHAT'S HAPPENING IN OTHER PLACES - RESPONSE TO A NATIONAL SURVEY

Competency-based education, graduation requirements, minimal requirements, accountability, Project Basic - when these terms began to appear more and more frequently in education journals, school library media personnel realized that a significant educational innovation was taking place, and that this innovation was one in which school library media personnel may well not be involved. Believing that the school library media program is an integral part of the total educational program, the staff of the School Library Media Services Branch of the Maryland State Department of Education decided to determine the extent of the actual involvement of library media personnel in competency-based programs such as Project Basic and to encourage such involvement in every way possible. We conducted a search to find out what was happening in Maryland and other places around the country. The results of this investigation were very enlightening.

To begin our investigation, the staff of Project LIFE and the State Media Services Center was asked to run a computer search to ascertain current trends in competency-based curricula and the role of school library media programs in such curricula. Our search was not as fruitful as we had hoped it would be. Interest in competency-based programs was high, as evidenced by the number of journal articles devoted to this topic, but very little was written to substantiate the active involvement of school library media programs in such curricula.

A second strategy used was to send letters of inquiry to school library media personnel all over the country. Once again, the information we gathered was somewhat a surprise.

First of all, there was some confusion about competency-based educational programs for students and the competency-based certification requirements for school library media professionals. Replies to our letters brought revisions of the ALA standards to better meet local needs and a number of library media scope and sequence charts. In some locals, school library media involvement is implicit in plans being implemented. This was especially evident in the area of reading where traditional library media skills are regarded as important competencies to be mastered. However, school library media personnel were not specifically charged with the responsibility of helping develop such competencies. By far, that most impressive finding from our search was one that convinced us that we had discovered an area of great interest and concern to school library media people everywhere. Many replies indicated a sense of urgency on the part of these specialists to know more about competency-based curricula and to learn about ways of becoming actively involved in the implementation of such programs.

I'd like to share some highlights of what has happened in several places as a result of the survey made in the summer of 1979. Bear in mind the possibilities of change since that time.

In North Carolina, the idea of the competency-based curriculum and the involvement of school library media personnel are accepted practices. The North Carolina State Department of Education's publication, "Educational Media: Competency Goals and Performance Indicators," attests this fact. Charted in this publication for grade levels K-3, 4-6, 7-9, and 10-12 are the major goals of educational media and performance indicators to assess student achievement of the goals. Major goals of educational media stated in the document are:

1. Orientation and Organization

   The learner will demonstrate a working knowledge of the media center's organization and of procedures required to use the center and its collection.

   Sample Performance Indicators:

   K-3 Locate specific title or type of library media reference material such as:
   - card catalog
   - dictionaries
   - general encyclopedias
   - magazines

   4-6 Locate and identify:
   - general periodical indexes - e.g., Subject Index to Children's Magazines
   - special reference materials - e.g., atlases and almanacs
   - single volume reference books
   - periodicals (current and back issue)
   - information/picture files
   - maps, charts, and globes
   - community resources

   7-9 Locate and identify:
   - periodical indexes - e.g., Abridged Reader's Guide to Periodical Literature
   - specialized reference materials - e.g., geographical and biographical dictionaries, scientific encyclopedias, gazetteers, thesauri
   - specialized periodicals (current and back issue)
   - specialized bibliographies

   10-12 Locate and identify:
   - periodical indexes such as Abridged Reader's Guide to Periodical Literature
   - more specialized and comprehensive reference materials - e.g., poetry and short story indexes, guidebooks, specialized dictionaries, and other books of facts
   - specialized encyclopedias and bibliographies

2. Selection and Utilization

   The learner will select and use materials and equipment appropriate to personal needs and classroom assignments.

3. Comprehension and Application

   The learner will identify concepts presented in media, interpret and organize information, and develop evaluative skills for understanding media at school and elsewhere.

4. Production and Presentation

   The learner will design, produce, and/or select a variety of media formats to present information.

5. Appreciation

   The learner will value, use, and enjoy a variety of media throughout life for personal growth, vocational pursuits, and recreation.

This document further states "It is the joint responsibility of teachers and media personnel, working together as an instructional team, to ensure that each student has these experiences. It is imperative that the teaching of media skills be integrated with and relevant to curricular needs rather than in separate, unrelated units."

At a series of summer workshops held in various regions of the state, ideas and activities for implementing the goals via integrating skills into curricula content areas were shared.

In Pennsylvania, "Project 81" is the name of the competency-based plan for education. The School Library Media Division of the Bureau of Curriculum Services in Pennsylvania has been actively involved with the library media staff in the twenty Project 81 pilot schools. The staff of the division developed a five-year plan to coincide with Project 81's conclusion date. Step I of the plan was to conduct a workshop in September, 1978, in cooperation with the Executive Academy. The workshop was entitled "Perspective for the '80's: the School Library Media Program," and the participants' task was to develop a five-year plan outlining ways the school library media program could support goals of Project 81. A follow-up meeting served as a progress report. Another workshop, "ABCs for Developing a Community Resource System," grew out of further involvement in Project 81.

In Pennsylvania, librarians are regarded as key information persons for each building, and they maintain files of Project 81. They also provide curriculum materials for all teachers as new curriculum competencies are developed. Two new responsibilities for school library media personnel have emerged.

1. They are linkers in the districtwide system which supports CRIB (Community Resources Information Bank).

2. They are team members for the assessment of priority competencies.

The end result of the Pennsylvania plan will be twenty exemplary school library media programs which are able to support the goals of competency-based education.

In New Hampshire, a document "Applying Results - Planning Concepts in Educational Media Services," is the beginning of efforts towards delineating competencies expected of students. The program begins by asking questions such as - If you had a successful media program, how would you know it? What would you see happening? These questions are usually answered in terms of staff, materials, and methods. Further questions asked are - Why do we have and do these things? Answers always come out in terms of the student consumer. The staff, materials, and methods exist to assist students in finding, using, and presenting information effectively. The goal of the New Hampshire program is to state exactly what the schools are trying to assist students to do and to measure their improvement accurately as they strive to meet the goals. A three step process emerged:

I. Statement of ideal or desired learner results
II. Current status - needs assessment
III. Plan to achieve the ideal from the current status

A plan to achieve the ideal from the current status has been plotted as a sequential listing of desired competencies for students at specific grade levels.

In New Jersey, a system of accountability has been mandated. Earlier exploration into competency-based certification has been abandoned. A "thorough and efficient" court decision was followed by legislation which included needs assessment and evaluation. The professional association of library media specialists developed a booklet, "Guide for the Implementation of a System of Thorough and Efficient Library Media Services in the Public Schools of New Jersey," to blueprint meaningful ways of becoming vital ingredients in the total education plan as the schools attempt to comply with the law.

In many other places, concern over competency-based education was evident and school library media personnel are exploring ways of becoming vital participants in the process. This is the challenge of this workshop - to tailor a role for each LEA to meet the demands of Project Basic and to become, as library media professionals, essential to the successful implementation of the program.

THE ROLE OF THE LIBRARY MEDIA PROGRAM IN THE
IMPLEMENTATION OF PROJECT BASIC

Presentation by:

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THE ROLE OF THE LIBRARY MEDIA PROGRAM IN THE IMPLEMENTATION OF PROJECT BASIC

As teachers, administrators, and parents throughout the state discuss Project Basic, four concerns are frequently expressed:

1. Why are we involved in Project Basic? Haven't schools been doing a good job? Are we being told one more time to "try harder"?

2. Are Project Basic and other competency-based education programs a trend in education or just a temporary fad?

3. Will Project Basic change the priorities of local school systems in terms of time, money, and services provided?

4. How can a local school system implement Project Basic in a way that will benefit students and teachers?

In addressing these issues in terms of the specific concerns of library media specialists, it seems appropriate to emphasize six questions:

1. Why are so many states currently involved in competency-based education and minimal competency testing programs such as Project Basic?

2. What effect will Project Basic have on the instructional programs of local school systems throughout the state?

3. How are instructional resources in library media programs linked to Project Basic?

4. How can use of instructional resources be facilitated by library media programs?

5. What is the role of the library media supervisor in the implementation of Project Basic?

6. What skills should library media specialists have to implement Project Basic in an effective manner?

Three key words serve to provide a frame of reference in responding to these questions:

. PERSPECTIVE

. PROGRAM

. PLANNING

Perspective: If Project Basic is placed in proper perspective, the response to it can be positive.

Program: A thorough knowledge of the instructional program of a local school system is essential to the appropriate and effective implementation of Project Basic in that system.

Planning: Careful, collaborative planning can make it possible for Project Basic to enhance the instructional program of a school system.

Question I: Why are so many states currently involved in competency-based education and minimal competency testing?

Public education currently is getting a bad press. Across the country, critics of public education claim that schools are failing in their mission. Angry citizens are demanding a better return for their education tax dollar. School systems are being asked to prove that their graduates are competent in basic skills as measured by minimal competency tests. Why has this situation occurred?

To understand the reasons for the current emphasis on minimal competency testing and competency-based education, it is important to put public education in the perspective of the social and economic forces which have a strong impact on it.

During the decade of the sixties and the early years of the seventies, several social and economic forces were at work which changed what was happening within public education. These years witnessed an unpopular, politically complicated war in Vietnam. The civil rights movement was at its peak during this time. Traditional institutions and sources of authority were examined, questioned, and criticized. Pressure was placed on educators to make school relevant, to keep more students in school for a longer period of time, and to send more students to institutions of higher education.

School systems responded to these pressures with a proliferation of elective courses, fewer demands for prerequisite courses or required courses, a relaxation of standards with less emphasis placed on drill, and less demand for demonstration of mastery of basic skills. Schools were called upon to provide noneducational services for students, creating greater demands on educators and school resources.

As inflation became a more serious problem in the economic life of the nation in the mid-seventies and as tax burdens fell heavily on citizens, the demand for school accountability became more insistent. Legislation was passed which required school systems to test students on a systematic basis, and to publish the results of those tests. Cries of "back to basics" were heard nationwide as too many high school graduates struggled with job application forms, colleges felt compelled to provide remedial courses for new students, and SAT scores fell.

In a climate of inflation, high taxes, and declining school enrollments, legislation requiring minimal competency testing has been passed as a means to guarantee that a high school diploma represents acquisition of essential knowledge and skills. State departments of education have responded with the development of minimal competency tests, and, in addition, a definition of those competencies upon which instruction should be based.

It seems helpful, then, to respond to the questions,"Why Project Basic?" and "Is Project Basic here to stay or will it go away?" with these comments:

: Social and economic forces outside of education have an impact upon education. These forces are part of the "history" of Project Basic and other competency programs.

. As Project Basic is viewed in perspective, it emerges as a trend in education rather than a short-lived fad.

Question II: <u>What effect will Project Basic have on the instructional programs of local school systems in the state</u>?

Educators throughout the state have expressed concerns that Project Basic would have a negative effect on the local school systems' instructional programs. Concerns have been that Project Basic would result in:

. a separate and competitive curriculum
. a "watered down" curriculum which would replace the curriculum currently implemented within a school system
. a "tacked on" curriculum which has a limited relationship to the ongoing curriculum and represents just "something else to do".

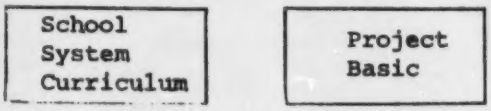
A far more positive relationship of Project Basic to the curriculum of local school systems can be established than those described above. This relationship is one in which Project Basic competencies would form an <u>integral part</u> of a total school system curriculum. The competencies included in the Project Basic <u>Declared Competency Index</u> represent basic skills and concepts which already are, or should be, part of the ongoing curriculum of a local education agency.

If this is the case, Project Basic enables LEA educators to:

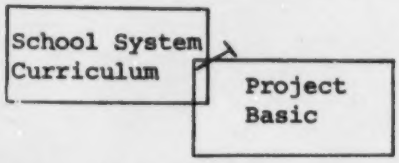
. examine the curriculum to ascertain that essential basic competencies are included.
. highlight or emphasize certain parts of the curriculum.
. stress the importance of mastery of fundamental skills and concepts with students, parents, and other citizens.

Project Basic is not a competitive curriculum . . .

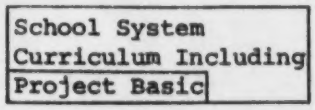
Not a "watered down" curriculum . . .



Not a "tacked on" curriculum . . .



But an integral part of the existing curriculum . . .



Question III: <u>How are the instructional resources of the library media center linked to Project Basic?</u>

If we assume that Project Basic competencies are an ongoing part of the total school curriculum, then it becomes clear that the library media program should support these areas with its resources, just as it ordinarily would support the instructional program with its resources. To support Project Basic with resources automatically results in supporting the curriculum.

Wise acquisition of materials requires careful planning. The guidelines below may be helpful in determining which resources should be given priority in terms of acquisition:

1. What level of support existed for various aspects of the instructional program before Project Basic was implemented?

   a. What areas of strength can be identified?

   b. What areas of need can be identified?

2. Which areas of need coincide with Project Basic competencies? These areas of need should receive top priority.

3. Has Project Basic made changes in the curriculum in terms of scope and sequence of skills?

a. If so, do these areas have adequate media coverage?

b. If not, these areas should have priority since they are least likely to have full support in terms of classroom materials available for use.

4. Does the collection adequately provide for needs of different types of learners? Remember that some learners need:

   a. nonprint materials,

   b. a variety of materials to provide readiness or background information,

   c. a variety of types of reinforcement activities,

   d. challenging materials,

   e. materials adjusted in terms of readability.

5. What materials do content supervisors identify as having top priority in terms of library media program support?

6. Are there adequate materials to support required remedial programs?

   a. What remedial programs currently exist? What remedial programs are anticipated?

   b. What materials currently exist to support them?

   c. What additional materials are needed?

7. What materials should be developed and distributed by the local education agency?

8. Does a professional resource collection on competency-based education and minimal competency testing (including Project Basic materials) exist in each school library media center?

9. Are community resources identified?

Answers to these questions should help library media supervisors set priorities in terms of acquisition of materials to support Project Basic.

Question IV: <u>How can library media program personnel facilitate use of resources</u>?

Teachers must know what materials are available, and must have information about the characteristics of these materials. Additionally, teachers must know how the resources relate to Project Basic competencies.

Because many teachers currently feel overwhelmed with paperwork, mandates, and required programs, it is essential for this information to be communicated to them in a clear and easily used manner.

Use of materials may be facilitated in these ways:

1. Prepare an annotated catalogue or brochure listing skill area, grade levels in which materials may be used appropriately, readability level, a brief description of the material, and comments as to how to use the material.

   It is recommended that such a catalogue be prepared at the school system level.

2. Schedule brief meetings with individual teachers or department chairpersons to:

   a. discuss program requirements and course or grade level content and objectives,

   b. describe resources available and determine resources needed,

   c. prepare a schedule for use of resources, if appropriate.

3. Prepare displays for teachers' lounge areas.

4. Describe new media acquisitions through a one-page flyer in teachers' mailboxes.

5. Schedule classes or groups in the media center on a planned, systematic basis.

Question V: What is the role of the media supervisor in providing leadership to school media personnel to help deliver needed services?

The role of the media supervisor in providing leadership to school media personnel to help them deliver needed services can be summarized by these key words: information, collaboration, planning, support, and orientation.

Information

The media supervisor must be thoroughly informed about Project Basic. He/she should be thoroughly familiar with the Declared Competency Index. In addition, the media supervisor should review the scope and sequence of skills in all content areas related to Project Basic.

Collaboration

The media supervisor should work collaboratively with content area supervisors. When the curriculum competency match for various program areas is in process, the media supervisor should work with the content supervisor to determine:

- which competencies the library media program should assume primary responsibility for teaching

- which competencies the library media program should reinforce directly, although primary responsibility is assumed by another program area

- which competencies the library media program should support with resources

Note that the library media program can appropriately assume primary responsibility for instruction for many of the reading objectives.

Planning

As planning for Project Basic implementation occurs, the media supervisor should guide decision making in these areas:

1. Instructional responsibilities

   - What responsibilities for developmental and remedial instruction will the media staff assume?

2. Materials selection

   - What materials are needed to support developmental and remedial programs?

   - What purchasing priorities should be established?

3. Materials development

   - Do teachers or media specialists need lesson or unit plans to provide instruction for students?

   - Should a descriptive catalogue of annotated bibliography materials be developed?

   - Is there a need for system-developed student materials such as learning centers, review units, reinforcement games, or instructional tapes?

4. Coordination of resources and services

   How will the resources and services of the media program be coordinated with the resources and services of the various instructional programs involved with implementation of Project Basic?

Support

The support of the library media supervisor is needed to help local system educators view Project Basic as an integral part of the ongoing curriculum, and to implement Project Basic so that it enhances, rather than detracts from, the curriculum.

Orientation

Library media supervisors must assume the responsibility for providing orientation activities for their library media specialists, as well as for assisting their colleagues in various subject disciplines with their inservice efforts. Orientation and other inservice activities should emphasize the joint, collaborative, cooperative role that media program personnel share with other educators for the implementation of Project Basic. Their responsibilities include both direct instruction to students and the provision of supportive resources for students and teachers. Additionally, suggestions should be made as to specific services and resources which media specialists may provide for students and teachers within their school systems.

Question VI: What competencies and skills should library media specialists have to serve as a link between resources, program, and people?

The same competencies and skills which are important for effective functioning in all aspects of the work of the library media specialist are equally important, if not more so, in linking resources and programs as Project Basic is implemented. The guidelines which follow may assist library media specialists in providing this necessary link among resources, programs, and people:

1. Be informed, or well versed.

   Library media specialists should be thoroughly familiar with the Declared Competency Index and with the curriculum which is implemented at their local schools.

2. Be visible.

   Because teachers are laden with a wide variety of instructional and management responsibilities, it is important for library media specialists to take the initiative in providing suggestions, information, and resources for teachers, and in scheduling planning sessions to discuss instructional and resource needs.

3. Be vital.

   As Project Basic implementation plans are developed for local schools, library media specialists should build a vital component for themselves in those plans in terms of direct instruction to be provided and support services to be offered. Library media specialists should be an essential part of getting the job done.

4. Be versatile.

   The more flexibility the library media specialist can offer in terms of ways to provide resources and services, the more those resources and services can and will be used. Providing large and small group instruction, mini-workshops, skills clinics, teaming with classroom teachers, and independent student activities are just some of the many ways a library media specialist can contribute to Project Basic implementation.

5. Be vigilant.

   Constantly being on the alert for new materials, instructional ideas, and management suggestions will assure that the library media specialist will continue to play a vital role in Project Basic implementation activities.

6. Have valid reasons for materials selection.

   Setting priorities based on identified needs of teachers, students, and the instructional program is essential when investing in various types of resources.

7. Organize, organize.

   The responsibility to provide appropriate instruction for all students offers a compelling reason for library media specialists to organize resources and services to help teachers and students make use of these resources efficiently and effectively. Teachers do not have time to examine media resources to determine those which match certain objectives and student needs. Resources organized and described to teachers in terms of instructional needs and goals are more likely to be used for the benefit of students.

Providing Remedial Assistance

The topic of providing remedial assistance deserves special consideration since by law, all students who do not pass the competency tests must be provided with an appropriate instructional assistance program. What is the role of the library media program at all levels in providing for this assistance?

Library media personnel should be in with a system-wide plan for approaching the area of remedial assistance. Directors of instruction, content supervisors, and media supervisors should meet with Project Basic coordinators and facilitators to answer questions such as:

1. When are competency tests administered?

2. When do schools get results from the tests?

3. When does retesting occur?

4. What courses or programs currently exist to help students who need remedial assistance?

5. What changes or additions need to be made to existing remedial programs to make them appropriate for Project Basic assistance programs?

6. What is the role of the media program in providing this assistance?

Guidelines for the assistance programs should be developed collaboratively on a system-wide level.

Each school should adapt these guidelines with respect to:

. the number of students needing assistance

. the available programs to provide assistance

. availability and training of staff

The school system might make the following resources available to schools to facilitate planning at that level:

1. student materials

2. curriculum guides

3. learning centers

4. reference books

5. catalogues

6. lesson plans

7. inservice materials

Two specific ways in which library media specialists can assist with remedial programs are:

1. Student Skill Development Workshops or Mini-Clinics

   The skills covered on the functional test are listed and divided among the classroom teacher, reading teacher, and media specialist in terms of who assumes responsibility for providing instruction for students.

   Each of the teachers prepares one or more workshops/clinics to present the skills for which he/she is responsible. The workshops might include:

   . vocabulary review/discussion

   . demonstration

   . guided practice

   . individual assignments

   . teacher/student review of assignments

Students attend the workshops or clinics in place of a designated class. The workshops are scheduled on a planned basis according to test results of individualized students. Parent letters are prepared which describe the program which is being offered.

2. Learning Centers or Independent Student Activities

The library media specialist works with teachers to plan learning centers or independent activities that relate to skills which are to be developed or remediated.

a. Centers are set up in the media center on a previously identified schedule.

b. Centers are displayed on bulletin boards or tables, and placed in envelopes or file folders.

c. A record keeping system that can serve as evidence of student assistance (e.g., individual folders) is selected.

d. Materials are self-checking to facilitate their use.

e. Arrangements are made for teachers to borrow centers for classroom use.

Learning centers may be planned, designed, and constructed on a school system level. If they are constructed at the local school level, parent volunteers and students can assist with construction.

SUMMARY

In summary, these points should be emphasized:

- Social and economic forces outside of education are part of the history of Project Basic and other competency-based education/testing programs. Project Basic should be placed in perspective and viewed as a trend in education rather than as a fad.

- Project Basic competencies should form an integral part of the total, ongoing school curriculum in every state LEA.

- The library media program should support Project Basic competency areas with its resources just as it supports the total instructional program because these competencies are an important part of that program.

- Library media program personnel can facilitate use of resources and services by clearly identifying what is available and how the resources and services may be used by students and teachers.

- The media supervisor plays an important role by being thoroughly informed, working in a collaborative manner with colleagues from various disciplines, planning for various aspects of Project Basic implementation, defining Project Basic competencies as an integral part of the total curriculum, and providing inservice/orientation activities for students, educators, and parents.

- In linking media resources to program and people, library media specialists should be well informed, visible, vital, versatile, on the alert for helpful resources, and able to provide for an organized delivery system.

- The library media program is responsible for assisting in developing and implementing remedial programs.

Finally, the role of the library media program in the implementation of Project Basic is a dynamic and vital role.

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THE ROLE OF LIBRARIANS IN THE COMPETENCY-BASED CURRICULUM PLAN

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THE ROLE OF LIBRARIANS IN THE COMPETENCY-BASED CURRICULUM PLAN

The school library serves as the instructional materials center of the school. School librarians cooperate with teachers to help students acquire the information search skills that students need to become proficient, independent learners.

In the Competency-Based Curriculum (CBC) Plan, media assumes a vital function in the instructional process. It is through the expanding use of varied media that teachers can provide alternative learning paths to match the differing learning styles of students. The individualization and personalization of instruction through the utilization of varied media are basic to the CBC Plan.

In order to provide students and teachers with a richer resource of instructional media, school libraries will need to expand from collections of print resources only into library media centers. Library media centers will include not only books and other printed media, but also audiotapes, videotapes, transparencies, slides, filmstrips, film-loops, microforms, and self-instructional learning packages.

The role of the librarian will be redirected to that of the library media specialist in the CBC Plan. Library media specialists, as members of the instructional team, will need to possess specific competencies in five areas: (1) instructional systems design; (2) media program administration/management; (3) media selection, utilization, and evaluation; (4) media production; and (5) assessment and evaluation techniques.

I. INSTRUCTIONAL SYSTEMS DESIGN

Library media specialists will:

1. assist as members of the instructional team in the selection of instructional objectives,
2. assist in the selection, acquisition, and utilization of media that are best suited to identified needs, interests, and abilities of individual students and to the requirements of the instructional program,
3. participate in the acquisition of media which will provide alternative learning paths for students,
4. participate in the assessment of the media used in the development of teacher-constructed instructional systems.

II. MEDIA PROGRAM ADMINISTRATION/MANAGEMENT

Library media specialists will:

1. assess the current status of the media program to determine needs,

2. identify media program objectives based on the CBC objectives of the school and on identified needs of students and teachers, and set time-lines,

3. establish policies and procedures for operating the library media center,

4. establish procedures for acquiring, organizing, and maintaining the materials collection and appropriate equipment,

5. disseminate information about the contribution of the media program to the instructional program of the school,

6. plan and conduct inservice workshops for teachers relative to media utilization and production,

7. participate in planning for media program development and for the improvement of media facilities within the building.

III. MEDIA SELECTION AND UTILIZATION

Library media specialists will:

1. utilize established criteria in selecting and evaluating instructional materials and equipment,

2. involve teachers, administrators, students, and (whenever possible and feasible) parents and community members in the selection process,

3. develop collections of materials that will support the CBC instructional systems approach and student/teacher needs,

4. assist teachers in developing and teaching a sequential program of reference and library media skills to students,

5. assist teachers in guiding the reading, listening, and viewing experiences of students utilizing available testing/assessment data,

6. provide assistance to meet the reference needs of students and teachers.

IV. MEDIA PRODUCTION

Library media specialists will:

1. designate or design space in the media center for the production of media,

2. assist teachers and students in producing media, such as filmstrips, transparencies, and slides,

3. demonstrate the effective utilization of available media production equipment.

V. ASSESSMENT AND EVALUATION TECHNIQUES

Library media specialists will:

1. identify areas of personal need for inservice education through self-evaluation and appropriate administrative evaluation processes,

2. seek opportunities to gain the needed competencies,

3. assess the effectiveness of the media program through user surveys,

4. utilize the data in planning for media program improvement,

5. assess the media program on the basis of identified objectives.

During the awareness phase of CBC, school librarians became cognizant of their potential roles and functions. Now, during the understanding/commitment phase, librarians must begin to prepare themselves to assume expanded roles and responsibilities as library media specialists for the implementation phase of CBC. Full implementation of the competency-based curriculum plan in the public schools of the District of Columbia requires that library media centers reach their potential as a force for educational excellence, efficiency, and effectiveness.

The checklist which follows has been designed to help librarians assess the current status of their schools' media programs so that librarians, in cooperation with building administrators and local CBC building teams, can begin planning for improved media programs in every public school in the District of Columbia.

SELF-ASSESSMENT CHECKLIST FOR SCHOOL LIBRARIANS

Self-assessment is a valuable tool for determining areas of strength in one's own performance as well as areas which need to be strengthened. The use of self-assessment techniques will enable librarians to examine their program objectives, determine the appropriateness or adequacy of the objectives, and evaluate the degree to which objectives have been met. For most effective use, self-assessment should be a non-threatening procedure which permits individuals to determine the areas where improvement is needed.

Librarians are invited to use this checklist to begin planning their own programs for personal and professional growth during the understanding/commitment phase of CBC as preparation for the implementation phase.

DIRECTONS: Rate your performance on each item by placing a check in the column which best identifies the degree to which you perform the activity. Use the results to plan your program for personal and professional growth.

AS A LIBRARIAN, DO I:	TO A GREAT DEGREE	TO SOME DEGREE	NOT AT ALL
1. State in writing the objectives for the media program?			
2. Focus on student and teacher needs in selecting materials?			
3. Involve teachers in the selection process?			
4. Involve students in the selection process?			
5. Acquire media in varied formats to relate to differing needs, interests, and ability levels of students?			
6. Provide teachers and students immediate access to media through an organized collection of printed materials?			
7. Provide teachers and students immediate access to media through an organized collection of audio-visual materials?			

AS A LIBRARIAN, DO I:	TO A GREAT DEGREE	TO SOME DEGREE	NOT AT ALL
8. Provide materials that are appropriate and current in terms of levels, ages, and interests?			
9. Inform teachers regularly of available resources and of newly acquired materials?			
10. Plan with teachers to coordinate instructional strategies with instructional objectives?			
11. Plan with administrators and teachers for flexible scheduling to facilitate individual/small and large group use of library facilities and media?			
12. Possess the audiovisual competencies required of a media specialist?			
13. Seek opportunities through workshops and courses to strengthen my media skills?			
14. Conduct workshops on media utilization for school staff?			
15. Develop and administer user surveys to evaluate the existing media program?			
16. Involve teachers and administrators in planning for the expansion of the library into a library media center?			
17. Train students to assist with routine tasks?			
18. Assist students to become independent users of audiovisual equipment?			
19. Seek ways to involve parents in media program activities?			
20. Maintain a collection of professional materials for school staff?			

AS A LIBRARIAN, DO I:	TO A GREAT DEGREE	TO SOME DEGREE	NOT AT ALL
21. Maintain a central record of audiovisual equipment available in the library media center and in the school?			
22. Maintain a community resources file in the library media center?			
23. Conduct an ongoing public information program to interpret the library media program to school staff, parents, and community groups?			
24. Communicate knowledge of the role of the librarian as a media specialist to teachers and administrators?			
25. Provide opportunities for flexible use of the library media center by individual and small groups at the time of need or interest?			

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